TakeAway English

English for Success
Takeaway English is a new course for young adults. It combines a topic and text-based approach to materials design, and a communicative methodology to make an engaging and effective course for learners and teachers alike. In addition, Takeaway English allows maximum flexibility and provides an unprecedented range of quality print and online resources.

**Key Features**

- Systematic unit and lesson structure with a clear focus in each section makes planning and navigation easier.
- Contexts are up-to-date and relevant to a global audience.
- A consistent strategy strand ensures development of academic and critical thinking skills.
- Additional skill-building support is given strategically.
- Natural conversations allow students to practice the language and role-play in meaningful situations.
- Supports student autonomy and self-study skills development.
- A test-taking strategy section in each unit helps students practice skills leading to success.
- Alternating songs and culture sections in each level add variety and richer contexts.
- A Video practices the unit skills in an engaging conversation format.
- The resources for teachers help save time in preparing classes and add variety to the classes.
LESSON A is the core section. It focuses on listening, speaking, vocabulary and grammar.

START creates interest in the topic. It also serves to activate students’ world knowledge and to activate language that they may already know related to the topic.

LISTENING
Students practice listening skills and strategies with a variety of texts: monologues, conversations, interviews, informal and formal discussions.

The text contains much of the vocabulary and grammar that will be focused on in the sections that follow.

Talk About It! at the end of every section gives students the opportunity to personalize the language and helps them increase their communicative competence.

Cultural information relevant to the lesson.

Students express their personal opinion and relate the text to their own experiences.

Useful listening strategies.
**VOCABULARY**
Students consolidate and expand on vocabulary introduced in the Listening. Target language includes lexical sets, collocations, and fixed phrases.

**GRAMMAR**
Students “discover” patterns and rules and then test their understanding of them.

Students are given the opportunity to put their vocabulary into practice in a guided, personalized speaking activity.

English in use, common expressions, and idiomatic phrases.

Students talk about their own experiences incorporating the newly learned language.
LESSON B

LESSON B provides motivating practice activities in fun and interesting contexts.

READING
Students move systematically from general comprehension to a detailed understanding.

Reading strategies include predicting content, scanning and skimming, reading quickly to complete a specific task, sequencing, guessing meaning from context, understanding cause and effect.

The Project involves group or individual work, doing research, then compiling and presenting information.

Focus on language in the text that is relevant to the unit theme.

Students relate the reading to their own experiences.

Use would + verb to talk about situations that aren’t real.

What would you do if this happened to you?

I would (not) give the money to the thief.
CULTURE
This content-based lesson (Units 2, 4, 6, 8, 10) provides reading, listening and speaking practice, while promoting cultural awareness.

The SONG (Units 1, 3, 5, 7, 9) is primarily for students’ enjoyment and adds variety to the lesson. The song fits the unit theme and contains target language from the unit.

PRONUNCIATION focuses on a feature of pronunciation such as sounds, stress, intonation, and connected speech.

Students are asked to compare facets of their own country with those of different countries.
Takeaway is the culmination of the unit. Students practice functional language, conversation and writing skills. They also prepare for international exams, and do self-assessment to review and consolidate their progress.

**Conversation Takeaway**
Students focus on functional language that is used in a variety of common everyday situations.

**Conversation strategies** are also featured in this section. These strategies cover ways of managing and participating in conversations.

**Writing Takeaway**
Students practice writing skills and strategies. They practice a variety of text types, such as emails, blog entries, and brochures.

**Use time expressions**
When you write an article, use time expressions—when, while, on, at, before, after, then, that... this... the next...—to help the reader understand the order of events.

Students focus on a range of writing strategies, such as sequencing, sign-posting, starting paragraphs, and linking.

**Help Writing**
Students read and analyze a model text, then organize new content in order to write their own similar text.
Test Takeaway
Students practice test-taking strategies, the target language of the unit, and also a variety of common exam style questions found in international exams such as TOEFL, TOEIC, Cambridge ESOL, and IELTS.

Language Takeaway
Students review and test their understanding of the target language of the unit.

Students build confidence by becoming familiar with different exam tasks.

Question types often resemble exam-type questions; however, the aim of this section is review rather than testing.
The unit teaching notes include:
- warm-up activities
- activity and lesson extension ideas
- teaching tips
- adaptations for mixed ability classes
- culture notes
- background information relevant to the lesson
- potential teaching problems and their solutions

The Teacher’s Book also includes:
- photocopiable teaching suggestions for the Takeaway TV video
- photocopiable Takeaway TV video worksheets
- photocopiable videorecipe of the Takeaway TV video
The EZ Test® CD-Rom with Test Generator provides a databank of testing items from which teachers can create customized tests within minutes. The testing materials are also available online.

Included are:
- Unit Quizzes
- Quarterly Exams
- Speaking Prompts with Rubrics
- Writing Prompts with Rubrics
- Placement Tests

### Mixed Ability

In mixed ability classes, give weaker students more support by writing sentence starters on the board for the answers to each of the questions. This will make it possible for them to make longer, more satisfying answers. For example:

1. I got these clothes at...
2. For my last birthday, I got a... from... and a... from...
3. The last time I got sick was...
4. In our country, people normally...
5. Most people get married when they are...
6. I think that the economic situation is...
The Online Learning Center is a comprehensive online resource for teachers and students.

**Resources for students**
- Takeaway TV video
- Interactive video activities
- Interactive activities: vocabulary, grammar, conversation, games

**Resources for teachers**
- Workbook Answer Key
- Audioscripts
- Scope and sequence for complete program
- Powerpoint presentation
- Printable video worksheets
- Videoscripts
- Test audio files
**TV VIDEO PROGRAM**

Takeaway TV, the video component of Takeaway English, includes a 3- to 5-minute episode for each unit of the Student Book that incorporates the unit theme, vocabulary, and grammar.

This entertaining video provides an opportunity for students to hear authentic English in engaging situations. The video is available in DVD format or online at www.mhhe.com/elt/Takeaway1e.

Each 3–5 minute episode revolves around a topic related to the theme of the Student Book unit.
- All episodes start with Karina, the TV host, introducing the topic.
- Some episodes then have an ongoing online chat between two people.
- Other episodes feature Takeaway to the Streets—real-life interviews with various people on topics related to the unit.
- All episodes end with a wrap up by Karina.

The episodes were created to enliven instruction and to create opportunities for students to develop their listening and speaking skills. They can be utilized in a variety of ways depending on the ability level and needs of any group of students.

The video is accompanied by videoscripts and photocopiable video worksheets at the back of the Teacher’s Book.

Students may also choose to do the interactive video activities on the Online Learning Center.
The Workbook provides eight pages of activities for each of the ten Units and four pages of activities for the two Reviews. Activities focus on the reinforcement of vocabulary, grammar, reading, writing, and test-taking. In addition, students complete a self-assessment log.
The Takeaway English program includes the following components:
- Student Book with MP3 Audio CD
- Workbook
- Teacher’s Book with regular Audio CD
- EZ Test® CD-ROM with Test Generator
- EZ-Test Online
- Online Learning Center with:
  - Takeaway TV Video
  - Interactive activities
  - Teacher and student resources

 COMPONENTS / ISBN

**LEVEL 1**
- Student Book with mp3 Audio CD  9786071505859
- Workbook  9786071505866
- Teacher’s Guide with Audio CD  9786071505873
- DVD  9781259008283

**LEVEL 2**
- Student Book with MP3 Audio CD  9786071505880
- Workbook  9786071505897
- Teacher’s Guide with Audio CD  9786071505903
- DVD  9781259008290

**LEVEL 3**
- Student Book with MP3 Audio CD  9786071505910
- Workbook  9786071505927
- Teacher’s Guide with Audio CD  9786071505934
- DVD  9781259008306

**LEVEL 4**
- Student Book with MP3 Audio CD  9786071505941
- Workbook  9786071505958
- Teacher’s Guide with Audio CD  9786071505965
- DVD  9781259008313
<table>
<thead>
<tr>
<th>Unit</th>
<th>Start</th>
<th>Listening</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Reading</th>
<th>Song / Culture</th>
<th>Pronunciation</th>
<th>Conversation Takeaway</th>
<th>Writing Takeaway</th>
<th>Test Takeaway</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Let's begin! page 1</td>
<td>Making introductions</td>
<td>Filling in a registration form</td>
<td>Strategy: Use what you know</td>
<td>Asking someone and saying goodbye</td>
<td>Writing a student profile</td>
<td>Multiple choice questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>All about me! page 11</td>
<td>An international school</td>
<td>What's your job?</td>
<td>Strategy: Preview the task</td>
<td>English around the world</td>
<td>Talking about likes and dislikes</td>
<td>Understanding context</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tell me about your day page 16</td>
<td>Teresa's daily routine</td>
<td>Daily activities</td>
<td>Simple present</td>
<td>Reading time expressions around the world</td>
<td>Writing an email message</td>
<td>Understanding context</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Let's go shopping! page 20</td>
<td>What's your favorite store?</td>
<td>Places to go and things to buy</td>
<td>A news story</td>
<td>Shopping times around the world</td>
<td>Asking for help in a store</td>
<td>Understanding context</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>My family page 24</td>
<td>Meet my family</td>
<td>Possessive adjectives and possessive nouns</td>
<td>My social network page</td>
<td>The sounds of /a/ and /e/</td>
<td>Writing a description of shopping habits</td>
<td>True /false questions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Review 1, page 62

| 6    | Yesterday page 66 | What day is it? | Where did you go yesterday? | Blogs about a special day | Shopping times around the world | Writing a description of a special day | Choose the correct word time |
| 7    | What are you doing? page 70 | What's the weather like? | Calling home | Present continuous | Missing you | Inviting and accepting or not accepting an invitation | Answer reading comprehension questions |
| 8    | I'm taking a trip page 74 | Staying at a hotel | Let's meet up | Simple present and present continuous for the future | The sounds /e/ and /i:/ right | Asking for and giving travel suggestions | Answer vocabulary questions |
| 9    | Going out page 78 | Entertainment places | What's playing? | Places to go and things to do | Let's fall in love | Buying tickets | Listening for specific information |
| 10   | Let's celebrate! page 82 | Holidays and festivals | A New Year's custom | Count and non-count nouns | Festival of the month | Accepting and refusing food | Reading for vocabulary |

Review 2, page 128

Grammar Takeaway, page 130
<table>
<thead>
<tr>
<th>Unit</th>
<th>Start</th>
<th>Listening</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Reading</th>
<th>Song / Culture</th>
<th>Pronunciation</th>
<th>Conversation Takeaway</th>
<th>Writing Takeaway</th>
<th>Test Takeaway</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It's a great job!</td>
<td>page 2</td>
<td>About my job</td>
<td>Strategy: Listen for keywords</td>
<td>Job descriptions</td>
<td>Review questions in the simple present</td>
<td>Athletics of frequency</td>
<td>An account of my world job</td>
<td>Strategy: Give the meaning of new words</td>
<td>Song: Uncle Bistre's nephew</td>
</tr>
<tr>
<td>2</td>
<td>Great vacations</td>
<td>page 25</td>
<td>Favorite vacations</td>
<td>Strategy: Listen for tone and place</td>
<td>Vacation activities</td>
<td>Go-on grid</td>
<td>A travel blog</td>
<td>Strategy: Build vocabulary through antonyms</td>
<td>Culture: Holidays and vacation days</td>
<td>The r/t sound</td>
</tr>
<tr>
<td>3</td>
<td>Cities around the world</td>
<td>page 26</td>
<td>What's the city like?</td>
<td>Strategy: Preview the task</td>
<td>Informal the city</td>
<td>Comparatives and superlatives</td>
<td>A world-class city</td>
<td>Strategy: Preview section titles</td>
<td>Song: All around the world</td>
<td>Sentence stress</td>
</tr>
<tr>
<td>5</td>
<td>All about sports</td>
<td>page 30</td>
<td>What sports do you play or do?</td>
<td>Strategy: Make predictions</td>
<td>Sports actions</td>
<td>Must and have to</td>
<td>A great sporting moment</td>
<td>Strategy: Scan for key words</td>
<td>Song: The game of life</td>
<td>How to I like to...</td>
</tr>
</tbody>
</table>

**Review 1, page 56**

6 Good luck, bad luck | page 56 | Good luck and bad luck customs | Strategy: Listen for the sequence of events | Adjectives with get | Review: simple past | A lucky child | Strategy: Order the sequence of events | Culture: Lucky items among the world | End + object | Responding to good news and bad news | Strategy: Show surprise | Writing a story about luck | Strategy: Use these expressions | Understanding sequences |


8 Memorable experiences | page 60 | Feelings | A constructions: Strategy: Summarize | Accident happens | Past simple vs. present past | Experiences to remember | Strategy: Know your purpose for reading | Culture: Stories and culture | Vowel sounds | Reaching to a story | Strategy: Use body language | Writing a story about a memorable experience | Strategy: Identify the key events and details | Listen for and recognize tone |


10 How can we help? | page 64 | In need of help | A service trip | Strategy: Make suggestions | Ways to help | Object pronouns | The recycled goods | Strategy: Know the writer's purpose | Culture: Charitable organizations around the world | Vowel sounds | Making requests and giving reasons | Strategy: Use formal vs. informal language | Writing a plan to help others | Strategy: Use a flowchart | Identify support for an opinion |

**Grammar Takeaway, page 128**
<table>
<thead>
<tr>
<th>Unit</th>
<th>Start</th>
<th>Listening</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Reading</th>
<th>Song / Culture</th>
<th>Pronunciation</th>
<th>Conversation Takeaway</th>
<th>Writing Takeaway</th>
<th>Test Takeaway</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 World languages</td>
<td>Understanding languages</td>
<td>Learning languages</td>
<td>Strategy: listen for key words</td>
<td>How well do you speak the language?</td>
<td>The written word</td>
<td>Simple present and present continuos</td>
<td>Song: My one true love</td>
<td>Asking for clarification</td>
<td>Writing a post about a language course</td>
<td>Understand time and language</td>
</tr>
<tr>
<td>2 Are you fashionable?</td>
<td>Normal and casual clothes</td>
<td>What do you wear to work?</td>
<td>Strategy: listen for details</td>
<td>Different ages, different clothing</td>
<td>Web patterns</td>
<td>Jeans, jeans, jeans</td>
<td>Strategy: Read for the main idea</td>
<td>Reduction of to</td>
<td>Shopping for clothes</td>
<td>Understand cause and effect</td>
</tr>
<tr>
<td>3 That's life!</td>
<td>Tell me about your family</td>
<td>How is everyone?</td>
<td>Strategy: identify relationships</td>
<td>Life events</td>
<td>Present perfect and past perfect</td>
<td>Strategy: Identify and active</td>
<td>Song: My curious family</td>
<td>Saying goodbye and making plans</td>
<td>Strategy: Organize a meeting</td>
<td>Look for the correct form and part of speech of a word</td>
</tr>
<tr>
<td>4 Do you know a good story?</td>
<td>An African folktale</td>
<td>A folktale from India</td>
<td>Strategy: listen to the story</td>
<td>Giving and receiving information</td>
<td>Simple past and past continuous</td>
<td>Strategy: Imagination</td>
<td>Culture: Stories about the Moon</td>
<td>Pronunciation of idioms</td>
<td>Asking for more information</td>
<td>Short answer questions</td>
</tr>
<tr>
<td>5 Home, sweet home</td>
<td>Apartment for rent</td>
<td>I'm calling about the apartment</td>
<td>Strategy: listen for specific information</td>
<td>Should I advise and the imperative for instructions</td>
<td>Song: Close the door</td>
<td>Vowel sounds</td>
<td>Strategy: be polite when responding</td>
<td>Writing an advice letter</td>
<td>Writing an advice letter</td>
<td>Understanding comprehension questions</td>
</tr>
</tbody>
</table>

Review 1, page 52 |

| 6 Doing it for charity | Charity events | A walk for charity | Strategy: identify sequences | What do you do when you go to a charity event? | Strategy: Understand the writer's purpose | Culture: Charities around the world | Pronouncing contractions | Strategy: Use punctuation | Strategy: Make a plan | Choose the correct with these or them |
| 7 How do you stay healthy? | The human body | Eat your vegetables | Strategy: understand instructions | Where does it hurt? | Strategy: Health advice column | What can this be? | Sentence structures | Strategy: Get the information | Writing an article about advice | Compare and contrast |
| 8 Space travel | Fly me to the moon | An alien on the moon | Strategy: understand instructions | Build your vocabulary | Strategy: Future of space travel | Culture: Science fiction | Contrasting weather | Strategy: Choose and understand | Writing a survey report | Vocabulary questions: select meaning by word |
| 9 What have you been doing? | The average American | How long does it take? | Strategy: take notes | Time flies! | Present perfect continuous | Have you been writing long? | Strategy: Ask and answer questions | Understanding numbers and time | Strategy: Make a professional report | Use context clues to answer questions |
| 10 Great adventures | Famous expeditions | Expedition diaries | Strategy: focus on what they understand | Equipment for a camping trip | Passive voice | Adventures in Africa | Strategy: Predict | The sound of | Strategy: Give feedback | Vocabulary questions: Select meaning by meaning |

Review 2, page 126 |

Grammar Takeaway, page 190
<table>
<thead>
<tr>
<th>Unit</th>
<th>Start</th>
<th>Listening</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Reading</th>
<th>Project</th>
<th>Song / Culture</th>
<th>Pronunciation</th>
<th>Conversation Takeaway</th>
<th>Writing Takeaway</th>
<th>Test Takeaway</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Don't worry, be happy!</td>
<td>A happiness quiz</td>
<td>Happiness and health <strong>Strategy</strong>: How to listen to others</td>
<td>Health depends on happiness <strong>Strategy</strong>: Build your vocabulary</td>
<td>Conduct a happiness survey</td>
<td>Song: These simple things</td>
<td>Can understand</td>
<td>Telling about funny situations <strong>Strategy</strong>: Question with someone's help</td>
<td>Writing an article</td>
<td>Using and understanding street</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Get a job!</td>
<td>The road to employment</td>
<td>A point-of-view <strong>Strategy</strong>: Make an informed decision</td>
<td>Work factors and situations</td>
<td>Prepare for the job and practice interview</td>
<td>Application process</td>
<td>I've moved</td>
<td>Tag question information</td>
<td>Writing a cover letter for a job</td>
<td>Recognizing signals while in a test reading</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Plugged in</td>
<td>Appliances and devices</td>
<td>New technology <strong>Strategy</strong>: Open your mind</td>
<td>How does it work?</td>
<td>Phrasal verbs</td>
<td>How it's working?</td>
<td>I've moved</td>
<td>Asking for help in a store <strong>Strategy</strong>: Can or may?</td>
<td>Writing a news story</td>
<td>Identifying degree of opinion / agreement</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>It's written on your face</td>
<td>Facial features</td>
<td>A real smile or a fake smile <strong>Strategy</strong>: Apply information you have learned</td>
<td>Facial expressions</td>
<td>Facial analysis</td>
<td>Fake or real?</td>
<td>I've moved</td>
<td>Giving and receiving a compliment <strong>Strategy</strong>: How to respond to compliments</td>
<td>Writing an article on facial expressions</td>
<td>Understanding compound words</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>At the movies</td>
<td>Hollywood cinema</td>
<td>Hollywood cinema <strong>Strategy</strong>: Listen for important points</td>
<td>Movie talk</td>
<td>Uses of males</td>
<td>The make or the original? <strong>Strategy</strong>: Understand style in overall discussion boards</td>
<td>I've moved</td>
<td>Giving opinions <strong>Strategy</strong>: To express empathy</td>
<td>Writing a movie review</td>
<td>Listening for signal words to take better notes during listening passages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review 1, page 62</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The good and the bad</td>
<td>A news story</td>
<td>A news story <strong>Strategy</strong>: Use prior knowledge</td>
<td>Good news stories</td>
<td>Research a news story</td>
<td>Culture: The role of luck</td>
<td>Voice pitch</td>
<td>Reporting good and bad news <strong>Strategy</strong>: Someone else's story</td>
<td>Writing a news report</td>
<td>Choosing the correct way to write</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Spending and saving</td>
<td>Spending choice</td>
<td>My finances <strong>Strategy</strong>: Use prior knowledge</td>
<td>Personal choice</td>
<td>Research how to economize</td>
<td>Song: Shopping</td>
<td>Speaking numbers and prices</td>
<td>Reporting things to a store <strong>Strategy</strong>: Confirmation of prices</td>
<td>Writing a response to a question</td>
<td>Listening to connect and interpret ideas</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Step by step</td>
<td>Homework essay</td>
<td>A moving image <strong>Strategy</strong>: Sequence the text</td>
<td>Sequencing instructions</td>
<td>Research and present surmountal strategies</td>
<td>Culture: Colors!</td>
<td>Pronouncing words with the letter u</td>
<td>What's it called? <strong>Strategy</strong>: Thing or stuff</td>
<td>Writing instructions on how to make a toy</td>
<td>Paraphrasing</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>What's the matter?</td>
<td>Problems and advice</td>
<td>A radio call-in show <strong>Strategy</strong>: Listen for negative words</td>
<td>Negative opinions</td>
<td>Prevent a problem and advice</td>
<td>Song: What's the matter with me?</td>
<td>Contraction and weak forms</td>
<td>Complaining <strong>Strategy</strong>: Make a complaint</td>
<td>Writing a helpful advice</td>
<td>Determining what is implied in a reading passage</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Beastly things</td>
<td>Parts of the beast</td>
<td>I can't believe my eyes <strong>Strategy</strong>: Introduce a surprise</td>
<td>Shaping the audience</td>
<td>Research and present a special feature</td>
<td>Culture: Legends</td>
<td>Weak forms</td>
<td>Expressing certainty and doubt <strong>Strategy</strong>: Make guesses</td>
<td>Writing a news report</td>
<td>Vocabulary questions: Select meaning by word / Select words by meaning</td>
<td></td>
</tr>
</tbody>
</table>

**Grammar Takeaway**, page 180.